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ABSTRACT

In the second half of this decade, society will likely move toward a creative synthesis between the unbridled progressivism of the 1960's and the reactionary conservatism of the early 1970's. In Canadian secondary education, this movement will result in redistribution of power, alterations in the nature of education, and increased insecurity of teachers. Teachers, students, and the community at large will have considerable responsibility for the direction of secondary education, although county boards and provincial ministries of education will retain much of their power, particularly outside the area of program planning. Schools will recognize that they cannot solve all of society's problems and will concentrate on developing specific career oriented capabilities and a positive motivation toward learning, resulting in an increased workload and greater responsibilities for teachers. This trend, coupled with a continuing decline in school enrollments, will result in increased feelings of insecurity among many teachers. This will increase demands for teachers' organizations to undertake activities that facilitate the professional development of their members. Creation of a province-wide council that could coordinate and integrate the efforts of various teacher organizations might greatly ease the task of meeting these needs. (Author/JG)

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FUTURE TRENDS IN CANADIAN EDUCATION AND THEIR IMPLICATIONS FOR A PROVINCIAL FEDERATION OF SECONDARY SCHOOL TEACHERS

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Future Trends in Canadian Education and Their Implications for a Provincial Federation of Secondary School Teachers

As I understand my task in this presentation, it is to try and help you identify some of the major challenges that will likely confront secondary school teachers over the next few years, and to make some suggestions as to ways in which your Federation might assist its members in responding to these challenges. I'm not going to indulge in "blue-skying" or sensationalism about the future; I am neither a soothsayer nor an alarmist. Rather, I shall deal with the short-range future -- with those trends which appear already clear to me, and with their more obvious implications for education and for possible action initiatives on the part of your Executive Council.

In taking on this task, I shall deal with three main topics: first, I think we had better examine briefly the philosophical trends in contemporary society so that we can set the cultural context in which secondary education will likely be operating throughout the remainder of this decade; secondly, we'll take a look at the more obvious and interesting developments that are emerging in Canadian education within this societal context; and finally, we'll think a bit about what some of the implications of these developments are for action on the part of O.S.S.T.F. I'll conclude by proposing the skeleton of an idea that you may wish to give some further consideration to later in your discussions.

Philosophical Trends in Contemporary Society

During the time in which most of us have been involved as professional educators, I think it is possible to identify three major trends in people's attitudes toward institutions such as education. In essence, one could summarize these trends by saying that, after some uninspired pacing, we thought we saw the

barn door, we moved into a helter-skelter gallop, someone started pulling in the reins, and now we're looking for a better barn. Let's take a quick look at these trends.

The Demise of Confidence in Authority for Its Own Sake

During the 1960's there was an important death. What died was the relatively unquestioning faith and confidence in authority for its own sake which had been characteristic of most of the 1950's. The automatic power of position and tradition was no longer taken for granted. It was replaced by a new set of basic societal values which were represented in such concepts as relevance, participation, and flexibility. People began to believe that they had a right to expect the major instruments and institutions of society to address resources to their own individual needs as they themselves saw them; they also came to believe that they had a right to participate in decisions about how these institutions spent their money, time, and talent. In adapting to these new values, many of our institutions became characterized by impermanence, individualization, and innovation. So the sixties became a period of frantic change, immense diversity, and excessive resource allocation. In Ontario secondary education, for example, we saw this development reflected most obviously in the building of new classrooms -- some of which are now empty, in the purchase of all kinds of fancy equipment -- some of which is no longer used, and in the emergence of the credit system within H.S.1 -- some of which was universally unpopular and, in retrospect, unwise.

The Rise of Skepticism about Change for Change's Sake

With the arrival of the 1970's, a somewhat reactionary trend developed. The attitudes and commitments and activities of the sixties came to be viewed with a questioning skepticism. This reactionary trend in values was reflected operationally in a sometimes intense emphasis upon such concepts as accountability, economy, and evaluation. A deep suspicion, and even fear, of "change for change's sake" began to hold sway over the priorities and policies of decision makers for society's major institutions. Thus, for example in Ontario education, expenditure ceilings were imposed on school boards, efforts were made to apply systems analysis techniques to educational management, and there emerged a desperate search for new planning methods, gimmicks for establishing school objectives, and ways of assessing the results of our performance. No longer were increased resources ours for the asking; it became necessary to demonstrate why we needed them, how we would use them, what results we could promise, and why less expensive alternatives wouldn't suffice. The basic reason for this retrenchment was that we had led the public to believe that, with a constant growth in educational investment, we could contribute meaningfully to the resolution of most of society's major problems. This, of course, was a put-on -- however unintentional -- and we should never have let it happen. When it was realized that such problems as polution, crime, and the economy were getting worse rather than better, it was a rather predictable reaction to place tighter controls on the growth of educational expenditures and to identify new priorities for the investment of public funds. It was a difficult pill for us educators to swallow.

The Search for Synthesis between Progressivism and Reactionism

As we move now towards the last half of this decade, it seems safe to predict that the normal course of history will be followed -- that is, that there will be a conscious effort and movement toward achieving a balance between the two opposing forces we've recently lived with. Society will seek a mutual accommodation -- a creative synthesis -- between the unbridled progressivism of the sixties and the reactionary conservatism of the early seventies. The "ideal state" toward which we'll strive may be referred to as the responsible democratization of our major institutions -- governmental, industrial, medical, correctional, military, religious, and educational at all levels. Our policies and programs and procedures will increasingly reflect the view that you can participate meaningfully in determining what happens to you, but if you do you will have to accept certain consequences. In education, for example, if the teaching profession moves further toward full self-determination, it will be expected to improve the quality of education, to be able to justify its actions, and to be willing to suffer the consequences of its mistakes. If you as teachers want to determine training programs, you must be prepared to live with their results; if you want to supervise teaching,you must be prepared to evaluate it; if you want to make hiring decisions, you must also make the much tougher firing decisions. In essence, to gain increased authority you must accept increased responsibility. My own feeling on this matter is that if teachers believe they are ready to take on these kinds of responsibilities, then -- at least on an experimental basis -- they should be granted the authority to do so. At any rate, this is the general direction in which I think the philosophical trends

in contemporary society are taking us.

Emerging Developments in Canadian Education

Let's have a more specific look now at how these recent developments are becoming evident in Canadian education, with particular reference to the secondary panel. Toward this end, I will limit my remarks to three main topics: redistribution of power, alterations in the nature of education, and increased insecurity of teachers. In each case I'll give some examples of how I see these emergent trends reflected in secondary education today.

Redistribution of Power

In my opinion, it is no longer possible to give a simple answer to the question: Who controls secondary education? The power has been redistributed and dispersed to the point where there may well be too many cooks in the kitchen. How has this come about?

Delegation "downward" towards teachers. Increasingly, authority and responsibility for educational programming are being delegated from the provincial Ministry of Education through the county boards to school units and individual teachers within them. This is particularly true with respect to program planning, curriculum development, instructional methodology, and student evaluation.

Delegation "outward" from teachers. At the same time, some of the authority and responsibility traditionally held by teachers is being dispersed to students and to the community at large. Thus, H.S. 1 now virtually requires students and their parents to make decisions about course selection, and students are demanding an increased voice in such matters as determining course assignments and deadlines,

selecting content and instructional approaches, and evaluating teacher performance. In some schools, particularly in the U.S., we find student associations and unions being established to negotiate such matters and there are cases where they have gone "on strike" to support their demands. As a result, more and more frequently one finds teachers consulting, and even contracting, with students regarding the work they will do and the means of evaluating it in order to obtain course credits. At the same time, parents and community residents at large are making similar demands, and teachers may need to adopt a "divide and conquer" strategy if they wish to retain responsibility for what happens in their classrooms. If present tendencies continue, it wouldn't surprise me to find, by the end of this decade, secondary school students (and perhaps their parents and other community representatives) participating significantly in decisions regarding the assignment, work load, remuneration, and promotion of teachers.

Pulling the "strings" on delegation. Nevertheless, some of this apparent redistribution and dispersal of power may be more imagined than real. The provincial government has not forgotten that it is still constitutionally responsible for education in Ontario. While it is true that it has delegated "downward" many significant decisions regarding secondary school programming, it has retained full authority in such areas as school finance and facilities (witness the ceilings), supervision (at least indirectly), teacher certification, approval of new courses and textbooks, and reporting and information services. Even in the supposedly delegated area of programming, the Ministry of Education does, at times, flex its muscles -- as, for example, in its long delay on the issuance of $P_1 J_1$, and in its recent "about face" on H.S.1 with the ruling that English and Canadian Studies were to

become compulsory subjects at the secondary level. So while there is much noise and some action concerning the redistribution of power in education -- and teachers must anticipate the possibility that this trend will continue -- it must be viewed realistically in light of the province's legal responsibility for education and the likelihood that Queen's Park will never give away all the marbles.

Alterations in the Nature of Education

Along with the political sophistication required of teachers by the trends I have just mentioned, there are changes occurring in the very nature of education which will require increased professional sophistication on the part of teachers.

Changes in the goals of education. Schools no longer aspire, nor are they expected, to solve all of society's problems. It is now recognized that the more ambitious aims that characterized education in the sixties must be shared by the home and other social institutions, and that the role the schools can play in achieving them is, in many cases, very minimal. Nor is there an easily identifiable set of basic skills or values that students are expected to master while in school. Rather, the evolving emphases are upon the development in students of a positive motivation toward learning and inquiry and of specifically career-oriented capabilities.

Changes in the content of education. The flow of students into some traditionally heavily enroled subjects has diminished to a mere trickle -- including languages (especially Latin) and history (although the introduction of Canadian Studies as a compulsory course may save some components of it), others are being totally revised in the interest of "contemporary relevance," the number of courses and degree of choice among them are becoming almost unlimited, lock-step progression of groups

from one grade to another is ostensibly disappearing, and the concept of "levels of difficulty" on a course-by-course basis has replaced that of "tracking" on a program-by-program basis.

Changes in the methods of education. Difficult as the adjustment will be for some, teachers are going to have to devote much less time to lecturing to groups of students, and much more time to facilitating individualized experiences where a student interacts with various teacher and non-teacher learning resources both within and outside the school. This trend will undoubtedly meet some opposition from the more conventional element of the public which holds dear to its heart an image of teaching as it was practiced generations ago.

Changes in the participants in teaching. There is much more variety in the personnel becoming involved in instructional activities than was traditionally the case; these include numerous non-teacher volunteers, paid paraprofessionals, and a strange mixture of people in community agencies which provide new learning opportunities for students.

Changes in the clients of education. Student bodies in secondary schools are being augmented by the growing number of adults who are returning to school to earn their diplomas after having dropped out before completion. Moreover, the attitudes and expectations of some of your regular clients have been changed by the lowering of the age of majority to eighteen. As a result, senior secondary school students just ain't what they used to be and teachers must adapt to these changes.

Changes in the loci of education. The trends toward individualization, new teaching methodologies, interdisciplinary courses, and community involvement

have resulted in a situation where much less time is being spent now by students in schools as compared with other locations throughout the community that offer meaningful learning opportunities. Thus, the pupil-control function is becoming a brand new ball game.

Changes in the organizational structure of schools. In numerous high schools across the province, traditional departmental arrangements are disappearing and are being replaced by divisions, or houses, or other organizational patterns designed to reflect the emerging emphasis on interdisciplinary approaches to the study of contemporary society. This means, of course, that new roles are being created for teachers and the conventional lines of authority within schools are becoming obscured.

Changes in the attendance expectations for schools. If the trend toward "stop-outs" and "drop-ins" continues, it seems safe to predict that the concept of compulsory attendance may well disappear from secondary education by the end of this decade. While educational theory suggests that the elimination of a "captive audience" from secondary schools may have beneficial learning outcomes for many students, others will unquestionably suffer long-term disadvantages from this development.

Changes in the organization of time in educational programming. The popularity of semestering seems to be increasing in Ontario secondary schools, and with the apparent success in parts of the U.S. with mini-courses and the operation of schools on a year-round basis we shall likely have them to cope with here as well before long. It is also probable that the seven-period day, five-days-a-week pattern of schooling will become quite atypical within the

next few years. As a result, the concept of "flexible" working hours may well become a reality for teachers as it already has for some civil servants and business employees.

Increased Insecurity of Teachers

The need to cope with changes in the nature of education, such as those I have mentioned, is a rather frightening prospect for some teachers. The result is a growing insecurity on the part of many of them. Several elements of this insecurity can be identified.

Responsibility load. In a recent OISE study of the impact of H.S.1, which I directed, there was virtually unanimous agreement, throughout the fifteen secondary schools which we examined in depth across the province, that the work load and responsibility load of teachers are increasing. The number and significance of decisions which teachers must now make, and for which they are held accountable, have grown as a result of the redistribution of power that I mentioned earlier and the credit system with all its ramifications.

Public skepticism. Teachers are becoming painfully aware of the fact that the general public is losing confidence in them as professionals, or at least is expressing a growing skepticism toward their previously unquestioned ability to determine what should be taught, how, to whom, and with what results. The trends I have already mentioned indicate quite clearly that teachers are facing demands and expectations that conflict with each other -- from the public, from their students, from their superiors, and from their colleagues. A loss in self-confidence is quite frequently a natural result of such role conflict.

Role of the principal. The role of the secondary school principal has become extremely tenuous; many educators view the principal as the most significant single figure within the entire educational system, yet there is great disagreement on precisely what the principal's role is or on how to help him perform it. Associated with this, particularly from your point of view, is the burning question of whether the principal is essentially a principal teacher who should be harboured and nourished within the Federation, or really an arm of the administration which would suggest that you should throw the rascal out and let him affiliate with his own peers. This question must be resolved unequivocably in the very near future, for the sake of the principals themselves.

Career orientation and professional motivation. The issues of job satisfaction and professional aspiration of teachers require careful reconsideration. There is no question that secondary school enrolment in Ontario is on the decline; the latest Ministry projections indicate a decrease of 11.58 per cent in total school enrolment and 18.3 per cent in secondary school enrolment in the province by 1984. Financially, whatever money will be made available to raise the ceilings on educational expenditures in the near future will likely be disproportionately awarded in favour of the elementary panel, which means that increases in secondary school expenditures will probably be relatively lower (the most recently announced government increases in the ceilings, for example, call for a 24.2% per student increase at the elementary level and a 13% per student increase at the secondary level) -- and this within the broader context of provincial spending priorities which are apparently shifting from education toward such areas as transportation

and communication facilities, health and welfare services, and energy and environmental concerns. The combination of enrolment declines and financial constraints clearly suggests, among other things, that the proportion of classroom teachers who can realistically aspire to administrative positions will diminish significantly during the remainder of this decade. What new kinds of motivation, what new sources of satisfaction, what new approaches to measuring and rewarding successful teaching can be developed? Failing answers to these questions, the insecurity and dissatisfaction of secondary school teachers are likely to grow.

Redundancy, competition, and conflict. The enrolment and financial trends I just mentioned, combined with some of the less attractive consequences of implementing the credit system in Ontario, are unavoidably resulting in some redundancy, competition, and conflict among secondary school teachers. Some of the likely effects of these factors on teacher performance are not pleasant to anticipate; but they must be faced directly, and efforts must be made to avoid them wherever possible.

Deteriorating monopoly. As I indicated earlier, the monopoly teachers once held over the instructional process in secondary education is being broken down by the insertion of numerous personnel into the educational arena who are not professional teachers. While some will view this as a challenging opportunity to tap new learning resources for their students, others will undoubtedly look upon it as a threat to their own professional status and autonomy.

Growing unionism. Provincial teachers' federations across Canada have been a powerful and positive force for many years. The recent trend toward unionism

on the part of federations like yours is understandable and, by and large, has been beneficial to the teachers in your membership. Certainly, there are individual needs that can only be met through collective action. However, one of the side effects of such collective action is that it can overshadow individual self-identity on the part of those who are not blessed with a high level of professional confidence. For some, unionism can bolster individual self-confidence; for others, it can lead to a rather lackadaisical "let George do it" attitude. The profession cannot afford many of the latter.

Temporary systems. The general trend in society toward temporary systems and "ad hocracy" -- which Toffler, Worth, Bennis, and others have written convincingly about -- will undoubtedly become more and more evident within education. We already see it reflected in some high schools where teachers from different disciplines are brought together for a period of time to form teams that design new interdisciplinary courses (this had already occurred in half-a-dozen of the fifteen schools we examined in our H.S.1 study, largely as a result of the reorganization of secondary school courses within the four areas of study). "Ad hocracy" and impermanence will also grow through increases in the number of short-term exchanges of teachers among schools and between them and other organizations, and perhaps before long through the replacement of teacher tenure by renewable term contracts of specified duration.

Teacher evaluation. New and sometimes disconcerting methods for teacher evaluation are emerging in the wake of such developments as performance contracting, voucher systems, and competency-based teacher training programs. While the "friendly inspector" has become an archaism, the evaluation of teachers and

programs has taken on some new wrinkles and some new participants -- including students, board officials, and Ministry teams. This, like all of the other developments I have mentioned, cannot help but increase the insecurity of many secondary school teachers in the province.

Implications for O.S.S.T.F. Action

I have not dealt with all of the visible trends in secondary education, nor have I looked as far into the future as you might have wished. I have been selective, but I have also tried to be realistic. While I am tempted to stop now and leave you to grapple with the ramifications of this litany, along with any other invocations you may wish to add, I am going to resist that temptation. The implications of these trends for O.S.S.T.F. action are of interest to me, and I think that if I take a few moments to explore my thoughts about them with you, the usefulness of my being here this morning may be somewhat enhanced.

A teachers' federation is a complex organization and it has many objectives to pursue -- it exists to protect the interests and welfare of its members, it exists to provide a common voice for its members at provincial policy-making levels, and it exists to facilitate the professional development of its members. In what I have said so far, there are implications for your achievement of each of these objectives. However, I am going to limit my final remarks to the professional development side of your operation. If I can be of any help to you, it is more likely in the area of professional development than in your other endeavours Your current activities in connection with the Windsor situation, in connection with your pension fund, in connection with the "Consolidation" Act, and in numerous other areas suggest that you don't need my help in the fields of

membership welfare or provincial spokesmanship. So let's focus for a few minutes on some of the implications I see in the trends I have noted for action you might take in the interests of your members' professional development. Some of what I suggest you may already be doing or you may have previously rejected, because I know that you have a large and functional professional development operation. If so, please don't hesitate to ignore me. However, I hope that I can leave you with a few ideas for new initiatives that you might consider during the remainder of this morning's program.

Research and Development

There are several implications for worthwhile research and development activities that you might consider undertaking either on your own or in cooperation with other agencies -- particularly OISE or the Ministry of Education. For example, you could review, assess, and test various schemes for improving teacher morale and performance: What are the advantages and disadvantages of certain approaches to differentiated staffing, merit pay, and formative evaluation of teaching behaviour? What new reward systems could you generate for your members -- O.S.S.T.F. Fellow awards for study, travel, or simply honorific purposes; or staff associate positions in your own headquarters office? And central to all of this is a critical need for good basic research on what turns teachers on. You could also undertake some policy research on numerous issues such as: the relationships between teacher load, teacher performance, and various individual and situational characteristics (including the question of how one measures teacher load); the effect on teaching and learning of different approaches to implementing H.S.1 in a variety of secondary schools; the attitudes of different publics toward the

role of secondary education in Ontario; and the impact of the new age of majority on secondary education. You could also establish mechanisms for the development of curriculum materials and services to help those secondary school teachers who are finding it difficult to implement Ministry guidelines for new courses; one of our professors at OISE has designed an intriguing system for the continual distribution of updated curriculum materials and services in the fields of Legal Education and Canadian Studies which I would hope your Federation might take a look at some time.

Experimentation

With your province-wide district and branch structure, O.S.S.T.F. is in an excellent position to encourage coordinated and controlled experimentation in selected schools -- experimentation with such things as: different approaches to non-monetary or non-promotional reward systems for teachers; different approaches to following H.S.1; different approaches to implementing the community school idea (which has at least four distinct definitions); different approaches to teacher evaluation; different approaches to various kinds of temporary structures for the design and teaching of new interdisciplinary courses; different teaching methodologies for the same course; and numerous other areas in which a variety of approaches are possible and there is a great need to systematically experiment with them and carefully analyze the results so that some conclusions can be drawn as to which ones work best in what contexts. More generally, how about establishing one or more O.S.S.T.F. experimental schools -- schools which would be run for boards by the Federation so that you would be responsible for all decisions about their staffing, programming, methodology, organizational

structure, community relations, and evaluation? In such a school you could try out different things to your heart's content. Some boards in Ontario have turned schools over to community groups for similar purposes; why not apply to have a school or two turned over to a group of selected teachers under O.S.S.T.F. supervision?

Task Forces

The task force is a means of implementing the temporary system idea at the level of the Federation itself. It consists of a small group, chosen solely on the basis of expertise (and not necessarily consisting entirely of Federation members), which would work on a problem for a solid block of time and be expected to deliver one or more recommendations for policy or action by the Federation or by some other appropriate agency (such as a university, the Ministry, OISE, or a community college). You could establish task forces, for example, to work on the role of the principal and his place in the Federation, or on teacher training and graduate study in education (with the aim of generating a variety of new alternatives for university programs in education, or for teacher training programs which might be largely removed from university campuses); or you could launch a task force to prepare a proposal for the establishment of an O.S.S.T.F. experimental school. And in connection with today's topic, how about a standing committee on educational futures -- a committee which would be charged to continually scan the future, identify its implications for secondary education, and spawn various task forces from time to time which would explore those issues identified as potential problems for secondary school teachers in the years to come?

Publication and Dissemination

You already have your Bulletin and newsletter and other devices which help to keep your members informed on various items of concern to them; but if you were to implement some of the ideas that I have been suggesting, you would need additional ways of communicating -- both to the general public across the province and to your own members through task force reports, position papers, and summaries of the results of relevant R&D work. Moreover, there are other ways of disseminating important information besides formal publications. For example: you could serve as a distribution centre for materials written by your members, and encourage them to share their ideas and experiments with their colleagues; you could provide information retrieval, reference, and referral services -- including an abstracting system for especially pertinent publications that must constantly cross the desks in your headquarters; you could prepare cassettes and video tapes on teaching innovations in the secondary schools for non-profit sale or loan to your members all over the province; and you could develop and maintain a resource inventory or catalogue which would provide an indexed and updated reference for your members regarding where documentary and human and program resources exist that may help to meet particular needs of individuals and groups of teachers across the province.

In-service Workshops

We have found in our experience at OISE, particularly with the Ontario Council for Leadership in Educational Administration, that the one-or-two day conference is of limited value in the professional development of educators and the two-or-three day workshop at a university or motel isn't much better. The

best approach we've found for professional development workshops is an intensive experience of between one and two weeks' duration that has a significant on-site element. It takes that long to overcome personal barriers to effective interaction and to form a real group for learning purposes. And an opportunity to move into a school or board and examine its operation first-hand, and then to back off and analyze what has been observed, and then to re-enter the world of reality and back off again is much more productive than an approach through which topics are examined entirely in isolation from the real world.

The number of important topics for workshop experiences on the part of your members is almost unlimited -- organization development, models and procedures for curriculum development and evaluation, new teaching methodologies, and the like. There is also a crying need for substantial workshops for principals (which is of interest to you as long as they remain in the Federation); I believe there is relatively little in the way of professional development opportunities for principals in Ontario, compared with what's available in some other provinces.

Your organizational structure lends itself very well to workshop operations at the branch, district or division, and provincial levels; different kinds of workshops can be most appropriately handled at different levels of your organizational structure. In some cases you may wish to establish, again as a temporary system, a travelling workshop team which could offer a particularly good workshop on a topic of province-wide significance in several different regions of Ontario.

Inter-agency Cooperation

The autonomy of the individual teacher and the isolation of the teaching

profession has largely eroded away. As you well know, you must engage actively with other agencies and groups. This includes other professional associations; for example, O.A.E.A.O. is currently undertaking a major examination of the principalship: Shouldn't you have something to say on this subject, and wouldn't it be more powerful to do it together than to end up taking shots at each other? You must increase your interaction as well with other educational organizations; these include: OISE, with whom you could undertake joint R&D projects (you should also be centrally involved in influencing the directions which our graduate programs in Education will take); the universities and CAAT's in the province, which are constantly taking shots at your members because they don't like the language skills of secondary school graduates (Have you determined whether or not they have any ideas on what you should do about it rather than simply criticizing you for it?); teacher training institutions, where you should have a very direct influence on and involvement in the total preparation experience that secondary teachers undergo -- not just through placing a representative on a liaison committee but through intensive personal involvement by your members in deciding what should be taught, how practice teaching should be undertaken and evaluated, who should be admitted to teacher training programs, who should graduate from them, etc.

Inter-agency cooperation is also of concern to you in the area of school-community relations. Many of your members are finding themselves forced into much greater interaction with various community agencies than they are used to or were trained for. What mechanisms can you develop to help them identify and tap significant learning resources in the community, to analyze community power

structures, to negotiate arrangements for learning opportunities in the community for their students? These kinds of tasks are very difficult for some teachers to undertake by themselves, but they are nontheless increasingly necessary as the walls of the traditional high school dissolve.

One of the most promising approaches to inter-agency cooperation is through short-term exchanges, which could be facilitated by the Federation at the provincial and regional, as well as the local, levels -- for example, exchanges between Federation members and staff in the Ministry, in the universities and CAAT's, at OISE and teachers' colleges -- and even exchanges between your own Federation staff and those in other professional associations in Ontario, in other provinces, federally, and in other countries. Many of the agencies I've mentioned have established offices to facilitate this kind of exchange; perhaps O.S.S.T.F. has too. If you haven't, I think you should.

Well, these are a few of the ideas that occur to me as activities that you might consider undertaking in light of the directions in which I see Canadian education moving. While you have undoubtedly considered many of them before, and have probably already rejected or implemented some of them, I hope that there are a few thoughts here that you will consider worth chewing on for a while this morning.

Conclusion

Let me conclude by referring you to an organizational arrangement that has already worked in another area and may provide you with a model through which you could integrate all of the professional development kinds of ideas that I have mentioned. I refer to OCLEA -- the Ontario Council for Leadership in

Educational Administration. This organization, as some of you may know, was spawned by another professional association -- the Ontario Association of Education Administrative Officials -- in cooperation primarily with OISE and the Ministry of Education. While it is a council of almost a dozen provincial organizations that are concerned with educational administration in Ontario, it is independent of all of them, and has its own Board of Directors comprised of representatives from each of the participating organizations (although, naturally, there are more Board members from O.A.E.A.O. than from any other single participating organization). OCLEA's mission is to provide programs and services that will contribute to the professional development of school board and community college administrators across the province. It offers more than a dozen intensive workshops each year, it initiates research and development on educational administration, it provides a whole system of information services to administrators in Ontario, it works actively with universities to upgrade their preparation programs in educational administration, it establishes task forces to investigate critical administrative problems and make recommendations for their resolution, and it liaises actively with other organizations that have similar concerns across Canada and internationally.

Because it is organizationally separated from O.A.E.A.O., it is uniquely positioned to bring together the resources of a wide variety of different organizations and focus them on the problems confronting O.A.E.A.O. members, to speak directly to the top officials in the provincial Ministry of Education, and to accept funds from numerous external agencies in support of its activities. At the moment, it has a substantial four-year operating grant from the W. K. Kellogg Foundation,

which has enabled it to establish a five--person headquarters staff and to initiate a number of programs and generate ideas for projects which are to be funded through special-purpose grants from other foundations and governmental agencies.

OCLEA has now been operating for over a year, and it is generally conceded to be a resounding success. Could something similar be established in the service of Ontario's secondary school teachers? Could O.S.S.T.F. take the initiative in creating an Ontario Council for the Advancement of Secondary Education? While your own Federation resources are limited and the kinds of things you can do are restricted by your status as a professional association, these constraints would not apply to an Ontario Council for the Advancement of Secondary Education. All of the action ideas I have mentioned this morning could be undertaken very appropriately and effectively through such a council -- and the possibility of obtaining outside funding to support them would be quite real. If you think this proposal has any merit at all, I would emphasize that there is no way for it to get off the ground without O.S.S.T.F.'s taking the initiative to establish it and committing itself to providing continuous moral support for it and membership involvement in it.

I leave this suggestion with you, although I would be delighted to help you examine the possibility in much greater depth if you think it has any merit. And now I would be pleased to try and answer questions you might have on anything I've said this morning.